



	Monday, June 7 th	Tuesday, June 8 th	Wednesday, June 9 th	Thursday, June 10 th	Friday, June 11 th
Literacy	<p><u>Llama Llama Loves Camping</u> Before reading the story, create a set of cards with the following written on them: campfire, marshmallow, tent, flashlight, c, m, t, f. After reading the story, help your child sort the cards into a pile for letters and another for words. Discuss that letters make up words. Count the number of letters in each of the words.</p>	<p><u>We're Going on a Bear Hunt</u> After listening to the story, ask your child these questions, "What did the family walk through first on their bear hunt? What did the family walk through after the forest? What happened when they got to the cave? Did they want to go on a bear hunt again? Would you want to go on a bear hunt?"</p>	<p><u>A Camping Spree with Mr. Magee</u> After listening to the story, ask your child to tell you the characters in the story. See if she can remember the order of the events that happened. Discuss whether all that happened in the story could really happen. Reread the story and talk about all the rhyming words you hear.</p>	<p><u>Boris Goes Camping</u> After reading the story, discuss the words that describe Boris (adjectives). Help your child generate a list of words to describe other characters. Ask, "Is this a true (nonfiction) or make believe (fiction) story? How do you know?"</p>	<p><u>S is for S'mores</u> After reading this non-fiction ABC book, ask your child what interested him the most in the book? Take a virtual field trip to <u>Yellowstone National Park</u> and discuss with your child what you saw and learned about Yellowstone National Park.</p>
Phonological Awareness	<p>Play a game of telephone with your child to practice listening skills. Whisper in your child's ear a 5-7-word sentence and ask her to repeat the sentence back to you. Practice taking turns playing this game.</p>	<p>Practice rhyming with your child by saying a sentence and leaving the last word blank. For example, I see a dog on a _____. Your child may respond with log, hog, bog, or frog. Practice again by saying, "I see a cat with a _____." Possible responses include: bat, hat, mat.</p>	<p>Record common environmental sounds from around the house such as water running, a ball bouncing, a door closing, horn blowing, vacuum cleaner, etc. Ask your child to listen and guess each sound.</p>	<p>Emphasize the rhyming words as you act out, "Teddy Bear, Teddy Bear." Teddy Bear, Teddy Bear turn around. Teddy Bear, Teddy Bear touch the ground. Teddy Bear, Teddy Bear show your shoe. Teddy Bear, Teddy Bear that will do. Teddy Bear, Teddy Bear go up the stairs. Teddy Bear, Teddy Bear comb your hair. Teddy Bear, Teddy Bear turn out the light. Teddy Bear, Teddy Bear say goodnight.</p>	<p><u>A My Name is Alice</u> After the story help your child think of an alliterative sentence for the first letter of her name. For example, /b/ "My name is Brittany and I like bananas."</p>
Music & Movement	<p><u>A Camping We Will Go</u> <u>A Camping Song with Dr. Jean</u></p>	<p><u>I'm Going on a Bear Hunt</u> <u>Green Grass Grows All Around</u></p>	<p><u>Herman the Worm</u> <u>I Met a Bear</u></p>	<p><u>The Ants Go Marching</u> <u>Are You Sleeping, Baby Bear</u></p>	<p><u>A Day at Camp</u> <u>A Boom Chicka Boom</u></p>
Math & Science	<p><u>Counting Nature</u> Talk about what you might see outside camping in the woods. (trees, leaves, bugs, sticks, rocks, birds, etc.) Have your child draw a picture of each item on a piece of white paper. As you walk around outside, help him make a tally mark beside the picture of each item you see. Discuss what each tally mark means and help him count the tallies. Ask questions like, "What item did we see the most or least of on our walk?"</p>	<p><u>Fun with Sticks</u> Go for a walk outside with your child and pick up at least 10 sticks of varying lengths and widths. Have your child make a line of the sticks by putting them down one at a time in order from shortest to longest. To extend this activity, discuss which stick is thickest, which is skinniest, which stick weighs the most, etc. You can add science and literacy by having your child use descriptive words to describe how the sticks look and feel.</p>	<p><u>Walking in the Forest</u> Have your child follow along with the movements in this song, and then create a list of animals the children saw in the forest. Have her think of other animals she might see when walking in the forest. Help her draw pictures of each of the animals. Cut circles or squares around them. Challenge your child to sort them in different ways. (fur, scales, feather, smooth skin, rough skin, live on the ground, live in a tree, etc.)</p>	<p><u>Flashlight Math</u> You need a flashlight when going camping in the woods. Use this activity to help your child match the numeral with the correct number of dots. Materials needed: 2 dice, 12 small squares of paper with the numerals 1 through 12 written on them and a flashlight. Have your child roll the dice and count the number of dots showing. Have him shine the flashlight on the correct numeral card.</p>	<p><u>Marshmallow 5 Senses</u> Nothing is more fun than making S'mores while camping or pretending to camp. If you have a bag of marshmallows, give your child a couple to observe and describe. How does it smell? How does it feel? What does it look like? Have your child tear open a marshmallow and discuss what it looks and feels like inside. Have her eat a couple and describe how marshmallows taste. (If you don't have marshmallows, use a food you have in your home.)</p>
Motor Skills	<p><u>Indoor Tent Adventure</u> Help your child write a list of items you have in your home she could use to build an inside tent. Help her write the words and draw a picture beside each word. Work together to gather the materials and build a cozy tent to use this week. Have fun!</p>	<p><u>Count to 20 and Workout</u> <u>ABC Dance Medley</u></p>	<p><u>Shaving Cream Fun</u> Squirt a little shaving cream on a cookie sheet. Have your child use her finger, stick, a Q-tip, etc. and write the letters in her name, camping words, draw pictures etc. You could also do this outside by making mud and using a stick to draw.</p>	<p><u>Sticks and Stones</u> Go on a walk outside and help your child find small sticks and stones. After gathering them, let him use the sticks and stones to form the letters of his name. Encourage him to find other objects in nature he could use to make letters or create a nature collage.</p>	<p><u>Camp Song with Dr. Jean</u> <u>Workout to the Letter Sounds</u></p>
Social Emotional	<p><u>Scary Feelings</u> Reread <u>Llama Llama Loves Camping</u>. Draw a picture with your child about a time that was new or a little bit scary to her. Discuss how she handled the situation and strategies she can use when feeling unsure or scared.</p>	<p><u>Bailey Goes Camping</u> After reading, talk with your child about Bailey's feelings at the beginning of the story. Ask, "How did Bailey feel being told he was too young to go camping? Have you ever felt that way? When? How does Bailey feel at the end of the story?"</p>	<p>The beginning of summer is a great time to create a Gratitude Journal with your child. Fold several pieces of paper in half or use a notebook you have at home. Each day talk about what your child is grateful for, or what made him happy. Encourage him to draw a picture in the journal and then you write what he says on the page. Date the pages so you can look back over the summer.</p>	<p><u>Emotions as Colors</u> Sit down with your child and "color" your feelings together, naming an emotion with each color. Ask questions like, "Why did you choose yellow for feeling happy? What would the color for angry or mad be?"</p>	<p><u>Walking in the Forest</u> After having fun moving with this song, ask your child if he has ever been afraid of a sound he heard. Discuss what he did to feel better. Talk with him about what else makes him feel afraid and come up with ideas of how to help him feel safe.</p>